

Instrumental

Introduction

Instrumental Music Standards of Learning are organized into four levels—Beginning, Intermediate, Advanced, and Artist. These four levels are based on the sequential development of skills, as opposed to grade level. Since students in the Commonwealth of Virginia begin instrumental instruction at varying grades, the use of these four levels allows for needed flexibility. These levels approximate the Virginia Band and Orchestra Directors Association (VBODA) Selective Music List for solo repertoire as Levels 1-2, 2-4, 4-5, and 5-6.

The standards are to be used as guidelines and benchmarks for student achievement. The four strands—Perform, Create, Investigate, and Connect—provide the organization for all of the instructional strategies in the standards. Opportunities are provided to explore the relationship between music, the other arts, and disciplines outside the arts.

In this revision the wording for the standards includes both band and string instruments. The descriptive lists of skills and activities related to the standards are organized with band content indicated before string content.

Beginning Level

Students will begin instruction on a band or string instrument of their choice. Instruction begins at any age and continues until the skill levels are mastered. Students will demonstrate proper care of the instrument and will be familiar with the technology of the instrument. They will demonstrate basic positions, tone production, fingerings, and will count, read, and perform the beginning level of music being studied (VBODA Level 1-2). Teachers will use available standard method books to deliver instruction in either homogeneous or heterogeneous class settings with limited ensemble work.

Perform

- IB.1 The student will demonstrate proper playing position.
 - 1. posture
 - 2. embouchure
 - 3. hand position
- IB.2 The student will consistently produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IB.3 The student will demonstrate the ability to adjust pitch while playing an instrument.
- IB.4 The student will maintain a steady tempo while performing materials being studied.
- IB.5 The student will use contrasting articulation.
 - 1. winds: tonguing, slurring
 - 2. strings: détaché, pizzicato, slurring
- IB.6 The student will perform four major scales, ascending and descending.
 - 1. winds and percussion: F, Bb, Eb, Ab
 - 2. strings: D, G, C, F
- IB.7 The percussion student will perform six of The Thirteen Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.
 - 1. long roll
 - 2. five stroke roll
 - 3. nine stroke roll
 - 4. flam
 - 5. single paradiddle
 - 6. ruff
- IB.8 The wind/percussion student will perform a one-octave chromatic scale, ascending and descending.
- IB.9 The student will use dynamic contrast as a means of expression.
- IB.10 The student will demonstrate musical phrasing in materials being studied.
 - 1. melodic contour
 - 2. natural accents
 - 3. use of breath or bow

- IB.11 The student will demonstrate ensemble skills.
1. blend instrumental timbres
 2. match dynamic levels
 3. respond to basic conducting gestures
 4. maintain a steady tempo
- IB.12 The student will sight-read music of varying styles and levels of difficulty.
- IB.13 The student will sing selected lines from the material being studied.
- IB.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

- IB.15 The student will embellish two to four measures of a folk song after echoing sample rhythm examples found in folk materials being studied.
- IB.16 The student will compose a two to four measure melody using available technology and teacher-specified rhythms and pitches.

Investigate

- IB.17 The student will demonstrate knowledge of the instrument being studied.
1. identification of instrument parts
 2. proper care and maintenance of the instrument
- IB.18 The student will identify and count rhythm patterns from instructional materials using an established rhythm-reading system.
- IB.19 The student will provide answers to instructor's questions regarding individual and group performance.
- IB.20 The student will identify career options in music.
- IB.21 The student will identify and define music terms and symbols from materials being studied.
1. letter names
 2. fingerings or positions
 3. location of notes

Connect

- IB.22 The student will demonstrate behaviors that result in increased music learning through a variety of music activities.
1. regular attendance with required materials
 2. completion of assignments/practice
 3. participation in class and performance
 4. concert etiquette as a performer and a listener

- IB.23 The student will associate terminology common to music with other disciplines.
- IB.24 The student will provide answers to instructor's questions about cultures, styles, composers, and historical periods from materials being studied.

Intermediate Level

Developing basic musicianship skills continues to be a priority at the Intermediate Level. Students will begin to use more articulations and bowings, perform scales and music in more difficult key signatures, demonstrate shifting and vibrato, and perform music at an intermediate level of difficulty (VBODA Level 2-4). Ensemble skills will become more developed as students participate in band and orchestral settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods.

Perform

- II.1 The student will demonstrate proper playing position.
 - 1. posture
 - 2. embouchure
 - 3. hand position
- II.2 The student will consistently produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- II.3 The student will demonstrate the ability to adjust and match pitches.
- II.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- II.5 The student will demonstrate a variety of articulations or bowings.
 - 1. wind: staccato, legato tongue, accent, marcato, tenuto
 - 2. strings: staccato, brush stroke, hooked bowings, martelé, marcato, tremolo, multiple-note slurs
- II.6 The student will perform selected major scales ascending and descending in eighth notes (M.M. quarter note = 72).
 - 1. winds: D, G, C, F, Bb, Eb, Ab, Db
 - 2. violin: C, G, D, A, Bb, Ab, two octaves
 - 3. viola/cello: C, G, D, E, F, Eb, two octaves
 - 4. string bass: C, G, D, A, E, F, Bb, Ab, one octave
- II.7 The percussion student will perform The Thirteen Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.
- II.8 The wind/percussion student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72).
- II.9 The student will use dynamic contrast and technical skills as means of expression.
 - 1. winds: vibrato, alternate fingerings, trills, grace notes
 - 2. percussion: multiple mallets and auxiliary instrument techniques; technique on two timpani
 - 3. strings: shifting (violin/viola up to third position; cello/bass up to fourth position); alternate fingerings; vibrato
- II.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification in materials being studied.

- II.11 The student will demonstrate ensemble skills.
 - 1. blending of instrumental timbres
 - 2. matching dynamic levels, style, and intonation
 - 3. responding to conducting gestures
- II.12 The student will sight-read music of varying styles and levels of difficulty.
- II.13 The student will sing a part while other students sing or play contrasting parts.
- II.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

- II.15 The student will embellish a folk song by creating rhythmic and melodic variations.
- II.16 The student will compose an eight-measure melody using available technology within teacher-specified parameters.

Investigate

- II.17 The student will demonstrate knowledge of the instrument being studied.
 - 1. identifying minor problems
 - 2. repairing minor problems with teacher guidance
- II.18 The student will identify and count rhythm patterns from instructional materials using an established rhythm-reading system.
- II.19 The student will evaluate individual and group performance by offering suggestions for improvement.
- II.20 The student will identify career and avocational options in music.
- II.21 The student will identify, define, and apply music terms and symbols encountered in the material being studied.

Connect

- II.22 The student will demonstrate behaviors that result in increased music learning through a variety of music activities.
 - 1. regular attendance with required materials
 - 2. completion of assignments/practice
 - 3. participation in class and performance
 - 4. participation in activities that are cross-disciplinary or co-curricular
 - 5. concert etiquette as a performer and a listener
- II.23 The student will describe concepts common to music and other disciplines.
- II.24 The student will discuss cultures, styles, composers, and historical periods from materials being studied.

Advanced Level

Students at the Advanced Level (VBODA Level 4-5) will participate regularly in an orchestra or band setting. Technical and expressive skills will be increased in difficulty as the student demonstrates a variety of articulations, bowings, positions, alternate fingerings, and vibrato, while playing the required scales, arpeggios, and rudiments in more complex rhythm patterns. Percussion students will become more proficient in the use of mallet instruments, keyboard, and timpani. Advanced instrumental students will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. Students will discuss relationships between music concepts and other disciplines, and be involved in discussing various cultures, styles, composers, and historical periods.

Perform

- IAD.1 The student will demonstrate proper playing position.
1. posture
 2. embouchure
 3. hand position
- IAD.2 The student will consistently produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IAD.3 The student will demonstrate the ability to adjust and match pitches.
- IAD.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- IAD.5 The student will demonstrate a variety of articulations or bowings.
1. winds: double-tongue, triple-tongue, breath attacks
 2. strings: spiccato, sforzando, louré, flautando
- IAD.6 The student will perform all major scales and selected melodic minor scales with one-octave tonic arpeggios ascending and descending in eighth notes (M.M. quarter note = 72).
1. winds/percussion: e, a, d, g, c, f, b-flat, e-flat
 2. violin: g, a, b-flat, c, three octaves
 3. viola/cello: c, d, three octaves
 4. string bass: e, f, g, two octaves
- IAD.7 The percussion student will perform The Standard 26 American Drum Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.
- IAD.8 The wind/percussion student will perform a chromatic scale, ascending and descending, throughout the practical range of the instrument in sixteenth notes (M.M. quarter note = 72).

- IAD.9 The student will use dynamic contrast and technical skills as a means of expression.
1. winds: vibrato, alternate fingerings, trills, grace notes
 2. keyboard percussion: three-mallet technique
 3. auxiliary percussion: multiple percussion techniques
 4. timpani technique on 3 to 4 timpani: tune drums to reference pitches; make tuning changes within an instrumental work
 5. strings: shifting (violin/viola up to fifth position; cello/bass up to thumb position); alternate fingerings; and vibrato
- IAD.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification in materials being studied.
- IAD.11 The student will demonstrate ensemble skills.
1. blending instrumental timbres
 2. matching dynamic levels, style, and intonation
 3. responding to conducting gestures
 4. using conducting gestures
- IAD.12 The student will sight-read music of varying styles and levels of difficulty.
- IAD.13 The student will sing a part while other students sing or play contrasting parts.
- IAD.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

- IAD.15 The student will improvise a melody to a I-IV-V-I chord progression.
- IAD.16 The student will harmonize a teacher-specified melody using available technology.

Investigate

- IAD.17 The student will demonstrate knowledge of the instrument being studied.
1. identifying minor problems
 2. repairing minor problems
- IAD.18 The student will identify and count rhythm patterns from the material being studied using an established rhythm-reading system.
- IAD.19 The student will diagnose and correct personal performance errors.
- IAD.20 The student will research career and avocational options in music using available technology.
- IAD.21 The student will identify, define, and apply music terms and symbols from materials being studied.

Connect

- IAD.22 The student will demonstrate behaviors that result in increased music learning through a variety of music activities.
1. regular attendance with required materials
 2. completion of assignments/practice
 3. participation in class and performance
 4. participation in activities such as marching band, jazz ensemble, chamber ensembles, All-District, All-Region, and All-Virginia events
 5. concert etiquette as a performer and a listener
- IAD.23 The student will discuss relationships between music concepts and other disciplines.
- IAD.24 The student will compare and contrast materials being studied in its historical and cultural context.

Artist Level

Students who perform at the Artist Level (VBODA Level 5-6) have built upon the previous skill levels of Beginning, Intermediate, and Advanced. The Artist Level instrumental student will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. The students will analyze concepts common to music and other disciplines and will be involved in the study of aural examples of music representing a variety of cultures, styles, and historical periods.

Perform

- IAR.1 The student will demonstrate proper playing position.
1. posture
 2. embouchure
 3. hand position
- IAR.2 The student will consistently produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IAR.3 The student will demonstrate the ability to adjust and match pitches.
- IAR.4 The student will incorporate tempo changes and a variety of rhythms and meters while performing materials being studied.
- IAR.5 The student will perform all articulations or bowings indicated in materials being studied.
- IAR.6 The student will perform all major and melodic minor scales ascending and descending in a variety of rhythm patterns and articulations.
- IAR.7 The percussion student will perform all of the Percussive Arts Society International Drum Rudiments (Percussive Arts Society), open-close-open.
- IAR.8 The wind/percussion student will perform a chromatic scale, ascending and descending, throughout the practical range of the instrument in sixteenth notes (M.M. quarter note = 96).
- IAR.9 The student will use dynamic contrast and technical skills as means of expression.
1. winds: embellishments; extreme tessitura; and a variety of timbre effects
 2. keyboard percussion: four-mallet technique
 3. auxiliary percussion: multiple percussion techniques
 4. timpani technique on 4 or more drums; tuning all drums to a single reference pitch; and make tuning changes within a piece using intervallic pitches
 5. strings: shifting (violin/viola 5th position and higher; cello/bass thumb position and above); varying speeds of vibrato; harmonics; and a variety of timbre effects
- IAR.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification in materials being studied.

- IAR.11 The student will demonstrate ensemble skills.
1. blending instrumental timbres
 2. matching dynamic levels, style, and intonation
 3. responding to conducting gestures
 4. using conducting gestures
- IAR.12 The student will sight-read music of varying styles and levels of difficulty.
- IAR.13 The student will sing a part while other students sing or play contrasting parts.
- IAR.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

- IAR.15 The student will improvise a melody to a 12-bar blues progression.
- IAR.16 The student will compose a selection for two or more instruments making use of available technology.

Investigate

- IAR.17 The student will demonstrate knowledge of the instrument being studied.
1. identifying minor problems
 2. repairing minor problems
- IAR.18 The student will analyze rhythm patterns from materials being studied.
- IAR.19 The student will evaluate and improve personal performance by comparison with an exemplary model.
- IAR.20 The student will research career and avocational options in music using available technology.
- IAR.21 The student will identify, define, and apply music terms and symbols from materials being studied.

Connect

- IAR.22 The student will demonstrate behaviors that result in increased music learning through a variety of music activities.
1. regular attendance with required materials
 2. completion of assignments/practice
 3. participation in class and performance
 4. participation in activities such as marching band, jazz ensemble, chamber ensembles, All-District, All-Region, and All-Virginia events
 5. concert etiquette as a performer and a listener
 6. mentor peers
- IAR.23 The student will analyze concepts common to music and other disciplines.

- IAR.24 The student will associate aural examples of music with a variety of cultures, styles, and historical periods.
- IAR.25 The student will analyze a specific work and discuss how the music elements are used to create expression.